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ABSTRACT

A report provides summaries of 10 papers presented at a conference about teacher competence and effectiveness. In the first session, two speakers, Nel Noddings and Edward R. Fagan, present an analysis of the prevailing rhetoric in educational discourse and practice. The second session provides historical perspectives on the use of the term "competence" in education generally and in the context of curricular thought and practice specifically, with papers by Henry C. Johnson, Jr., and Paul R. Klohr. In the third session, the speakers, David S. Palermo and William E. Doll, Jr., address issues surrounding the learning of competence and why the aspiration to acquire competence ultimately requires an understanding of the development of cognitive structures. Social, political, ideological, and ethical ramifications of certain conceptions of competence are examined in the fourth session by Michael W. Apple and Ted T. Aoki. In the final session, Kenneth R. Beittel and Max van Manen examine what individuals come to think and feel about acquiring and achieving "competence." (JM)

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COMPETENCE:
ANALYSIS, CRITIQUE, REASSESSMENT
A CONFERENCE REPORT

BY

EDMUND C. SHORT
CONFERENCE CONVENOR

A REPORT OF A CONFERENCE HELD MAY 18-20, 1980
UNDER THE AUSPICES OF
THE COLLEGE OF EDUCATION
THE PENNSYLVANIA STATE UNIVERSITY

SP 022 006

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PREAMBLE

THIS REPORT PROVIDES A SUMMARY OF THE CONFERENCE ON "COMPETENCE: ANALYSIS, CRITIQUE, REASSESSMENT," HELD MAY 18-20, 1980, UNDER THE AUSPICES OF THE COLLEGE OF EDUCATION, THE PENNSYLVANIA STATE UNIVERSITY. THE CONFERENCE SCHEDULE AND THE STATEMENT OF PURPOSE AND RATIONALE, WHICH FOLLOW THIS PREAMBLE IN THE CONFERENCE REPORT, INDICATE THE SPEAKERS WHO PRESENTED PAPERS AT THE CONFERENCE, THE ADVANCE TITLES OF THEIR PRESENTATIONS, AND THE PLANNING COMMITTEE'S INTENTIONS IN CONVENING THE CONFERENCE.

THE CONFERENCE TOPIC AND PRESENTATIONS WERE OF HIGH QUALITY AND GENERATED VALUABLE IDEAS WORTHY OF SHARING WITH THE LARGER EDUCATIONAL COMMUNITY. WHILE IT IS HOPED THAT THE PAPERS FROM THE CONFERENCE WILL BE PUBLISHED IN THEIR ENTIRETY, IT IS THE PURPOSE OF THIS REPORT TO GIVE A PRELIMINARY SUMMARY OF THE TEN PAPERS THAT WERE PRESENTED AND TO POINT OUT CERTAIN CONTRIBUTIONS MADE BY THEIR PRESENTORS TO THE ON-GOING SCHOLARLY TREATMENT OF THE CONCEPT OF "COMPETENCE" AND ITS APPLICATION IN EDUCATIONAL PRACTICE. THIS SUMMARY REPORT WILL BE ESPECIALLY

VALUABLE FOR SCHOLARS AND PRACTITIONERS INTERESTED IN A FRESH, CONTEMPORARY, CRITICAL EXAMINATION OF THE TOPIC.

THIS REPORT IS, OF NECESSITY, THE RESULT OF ONE PERSON'S PERCEPTIONS AND ANALYSIS OF THE CONFERENCE PRESENTATIONS AND DOES NOT REPRESENT A CONSENSUS VIEW OR INTERPRETATION OF THEM. EVERY EFFORT HAS BEEN MADE, HOWEVER, TO REPRESENT FAITHFULLY THE IDEAS OF THE VARIOUS AUTHORS AND TO PROVIDE READERS WITH AN ACCURATE SUMMARY OF THEM. PERSONS WHO MAY WISH TO EXAMINE THE PAPERS FOR THEMSELVES SHOULD CONTACT THE AUTHOR OF THIS CONFERENCE REPORT.

E.C.S.

Conference on Curriculum Inquiry: May 18, 19, 20, 1980
under the auspices of
The Pennsylvania State University - College of Education
Sheraton-Penn State Inn, State College, Pennsylvania

COMPETENCE: ANALYSIS, CRITIQUE, REASSESSMENT

Sunday Evening, May 18

6 p.m. Registration

7 p.m. Welcome to the Conference - Dean Henry Hermanowicz, College of Education, PSU
Welcome to the PSU Campus - David C. Williams, PSU
Introduction of Conference Speakers - Edmund C. Short, PSU

Presentations on Competence: Analysis of the Prevailing Rhetoric

"Competence" - Nel Noddings, Assistant Professor of Education, Stanford University

"Competence in Educational Practice: A Rhetorical Perspective" - Edward R. Fagan, Professor of English Education, Division of Curriculum & Instruction, PSU

9:30 p.m. Social Hour and Cash Bar

Monday Morning, May 19

9 a.m. Presentations on Competence: Recounting Its Historical Usage in Education

"The Quest for the Competent Teacher: An Historical Exploration of the Managerial Matrix and the Behaviorist Connection" - Henry C. Johnson, Jr. Professor of Cultural Foundations of Education, Division of Educational Policy Studies, PSU

"Competence in Two Historical Curriculum Development Efforts" - Paul R. Klohr, Professor Emeritus of Education, The Ohio State University

11:30 a.m. Lunch on your own

Monday Afternoon, May 19

1 p.m. Presentations on Competence: Cognitive Structure vs Performance

"Competence, Concepts, and the Child's Theory of the World" - David S. Palermo, Professor of Psychology, PSU

"Developing Competence" - William E. Doll, Jr.
Associate Professor of Education, State University of New York at Oswego

3:30 p.m. Free Time and Recreation - Dinner on your own

Monday Evening, May 19

7:30 p.m. Presentations on Competence: The Critical Sociology Perspective

"Curriculum Form and the Logic of Technical Control" - Michael W. Apple, Professor of Curriculum and Instruction, The University of Wisconsin, Madison

"Competence as Human Praxis" - Ted T. Aoki, Professor of Education, The University of Alberta

Tuesday Morning, May 20

9:30 a.m. Presentations on Competence: Hermeneutical and Phenomenological Perspectives

"Great Swamp Fires I Have Known: Competence and the Hermeneutics of Qualitative Experience" - Kenneth R. Beittel, Professor of Art Education, PSU

"Hermeneutic Reflections of Pedogogic Competence" - Max van Manen, Professor of Education, The University of Alberta

12 noon The Conference Adjourns

Conference Committee

Edmund C. Short	Francine Hultgren
David C. Williams	James Renney
Twyla Shear	Tim Fiume

Conference on Curriculum Inquiry: May 18, 19, 20, 1980
under the auspices of
The Pennsylvania State University - College of Education

COMPETENCE: ANALYSIS, CRITIQUE, REASSESSMENT

The Purpose and Rationale for the Conference

Few issues in education have aroused greater controversy in recent times than the matter of "competence." Significant questions are being raised about what the term "competence" really means and whether its use in the context of education is really appropriate and fruitful. Many people are wondering how the term is really being defined and employed in various instances. Many current usages of the term "competence" appear to be based upon concepts that differ widely from one another, ranging from very narrow understandings of the term to very broad ones, thus obscuring effective communication and veiling differences in views of competence that are subscribed to or accepted by various people.

The effort to translate the rhetoric surrounding the term "competence" into concrete educational programs and practices is thereby made extraordinarily complicated, if not impossible. Consider the dilemmas that arise from this state of affairs when faced with practical questions such as the following:

1) What specific forms does "competence" take in particular contexts -- program goals, life-role projections, school subject areas, concrete educational or training activities, evaluation criteria, and reports to the public on attainments by students?

2) Can "competence" be taught?

3) How can "competence" be detected?

4) Can the public hold schools accountable for developing "competence" in students?

5) Can legislative mandates to guarantee "minimum levels of competence" in school graduates be effective?

6) Are the prevailing notions of "competence" adequate bases for curricular and instructional planning?

Answers to these questions invariably depend upon what is meant by "competence."

It is the view of those engaged in inquiry regarding "competence" that much remains to be done to clarify what current usage of the term implies and what conceptions might be asserted that would enhance educational thinking and practice. It is the purpose of those scholars gathered at this Conference on Curriculum Inquiry to undertake, as the conference theme indicates, an examination of the idea of competence by methods of analysis, critique, and reassessment, with a view toward illuminating new ways of thinking about and employing the term "competence." This effort is not one of boldly asserting from a variety of scholarly perspectives what are deemed appropriate conceptions and directions that education should adopt with respect to the notion of competence, though it may imply considerably disenchantment with what has been done in the past. It is, rather, an effort to inch gradually toward firmer scholarly knowledge upon which such projections might be constructed in the future.

The modest goal of this conference is to set forth, from a variety of scholarly perspectives, some tentative understandings of the idea of competence which will push outward the boundaries of inquiry on that concept, both substantively and methodologically. It is to be hoped that in so doing, new

knowledge will emerge or new lines of inquiry will be forged that will eventually permit us to see potential alternative conceptions of "competence" and to be able to choose more knowingly among them in light of fuller understanding of the consequences of each alternative for educational thought and practice.

At first glance, it might seem enough to undertake some form of conceptual analysis and/or empirical research to see if we can better understand the nature of "competence" and the effect of using various understandings of "competence" in practice. We have resisted this approach, at least as a focus for this meeting, in favor of another approach. It is not an approach designed to suggest programs or lines of inquiry or to summarize what may or may not have been learned by pursuing any of them. Nor is it an approach intended to speak to the issue of "competence" in education from any particular disciplinary perspective in isolation from others. The approach we have chosen assumes that there is value in reporting inquiry that is being done on a series of fronts from many different perspectives and disciplines to those scholars working in the whole range of research on the topic. It is an approach that affirms that "competence," whatever it is, is a phenomenon that in the last analysis is not amenable to inquiry into its aspects or its uses or the consequences of its uses in piecemeal fashion but is a phenomenon that must be thought of as a subject on which inquiry and the resulting knowledge has to be understood as a whole, as an entity. (Thus to understand its historical development, its present role in educational rhetoric and practice, its social and ethical dimensions, its existential and philosophical meanings to people, as well as its learnability, require integrated knowledge about "competence" before judgments can be made about which conceptions of "competence" it may be wise to employ in an educational context.) Put another way, inquiry in any particular mode needs to be done in full awareness of what is being done in other

modes. This reduces the prospect of doing esoteric, disfunctional inquiries that may turn out to be fruitless, and enhances the prospect of conducting inquiries that bear upon one another and are more likely to generate knowledge that quickly advances the intelligibility of the subject.

This is not a conference in which a scholar has been asked to integrate at the final session all that has gone before. The modest offerings by the various speakers are not expected to be summaries of the current set of contributions from the perspective they represent which might conceivably be cast together with other summaries into some kind of holistic picture of "competence." They are simply reports of individual inquiries undertaken within a particular scholarly tradition that they want others, both inside and outside their own traditions, to hear about in the belief that the topic requires mutual inquiries on many fronts simultaneously. While extended justification for this approach is not appropriate here, it rests largely upon the assumption that "competence" is a human construction that has numerous implications for decision and action and that phenomena of this kind can only be understood accurately from a multiplicity of research perspectives that nuture one another. It remains to be seen whether the approach of this conference turns out to permit this interpenetration of perspectives, let alone whether it contributes substantive knowledge that eventually will be found fruitful in formulating an over-all understanding of competence that will assist people to determine a normative conception of "competence" upon which they can base their educational plans and practices. We hope that it will, however, serve these ends well.

In the first session, two speakers present an analysis of the prevailing rhetoric in educational discourse and practice. Each speaker, as is the case with speakers in all sessions of the conference, presents his work independent of the work of the other. The two are scheduled at the same session only

because of a presumed kinship in the method of inquiry they have employed. This, too, is true of the way speakers are scheduled in all of the sessions of the conference. This first session intends to provide evidence that the same meanings have not been inherent in the way everyone uses the term "competence." In addition, it will be demonstrated that educators and others have differing purposes in employing a term which has such a variety of connotations. This session should ground the concerns expressed throughout the conference in a sense of reality and render the notion of "competence" as an important topic for further clarification and one having significant conflicting imperatives for practice.

The second session provides historical perspectives on the use of the term "competence" in Education generally and in the context of curricular thought and practice specifically. These presentations should help us to understand where the ideas and the habits of usage reported in the first session have come from and perhaps why they came to prevail.

In the third session, the speakers address the issues surrounding the learning of competence and why the aspiration to acquire human competence ultimately requires an understanding of the development of cognitive structures and not just of behaviors alleged to be indicators of competence.

The social, political, ideological, and ethical ramifications of certain conceptions of competence are examined in the fourth session. The speakers, through the use of the tools of the critical and descriptive disciplines, explore the consequences of adopting or not adopting certain conceptions of "competence" in educational thought and practice.

In the final session, the speakers ask what the individual comes to think and feel about his/her acquiring and achieving "competence," however, that is defined and imposed upon the individual by the society, the school, the curriculum,

or by her/himself. How we can know of these inner experiences is made manifest through methods of inquiry these scholars describe and utilize.

There are perhaps other perspectives that should have been represented in this conference in addition to the ones scheduled. Nevertheless, this series of papers provides a very wide range of research interests and differing perspectives from which to view the notion of "competence." We hope that through sharpened substance, keen questioning, and deep reflection, this conference will stimulate further inquiry and eventually have a challenging impact in the realm of educational decision-making and practice.

We anticipate that the proceedings of this conference will be published in the near future. Discussions as well as the ten major presentations are being taped for use in preparing these proceedings. Everyone's contributions are therefore significant beyond the value that may be found in the conference interaction itself.

PRESENTATIONS ON COMPETENCE:
ANALYSIS OF THE PREVAILING RHETORIC

"COMPETENCE"

BY

NEL NODDINGS

STANFORD UNIVERSITY

AND

"COMPETENCE IN EDUCATIONAL PRACTICE: A RHETORICAL PERSPECTIVE"

BY

EDWARD R. FAGAN

THE PENNSYLVANIA STATE UNIVERSITY

SUMMARY OF
"COMPETENCE"
BY NEL NODDINGS

NEL NODDINGS BEGINS A SERIES OF LINGUISTIC ANALYSES OF "COMPETENCE" BY NOTING THAT COMPETENCE IS OFTEN ASSOCIATED WITH "CAPACITY." SHE SHOWS (FOLLOWING GILBERT RYLE) THAT NO PARTICULAR PERFORMANCE IS ASSUMED BY THE USE OF THE CAPACITY WORD "CAN." YET WE EXPECT SOMEONE TO BE "COMPETENT" IN PERFORMANCE IN SOME SENSE. PERHAPS IT COVERS A CLASS OF PERFORMANCES DONE WITH CERTAIN ABILITY. CBTE LISTS A GROUP OF EXPECTED PERFORMANCE (COMPETENCIES), BUT HOW ARE THEY RELATED TO "COMPETENCE"? EMPIRICALLY? IF SO, THE SPECIFIC PERFORMANCES ARE DIFFICULT TO DETERMINE WITHOUT A DEFINITION OF TEACHING BEHAVIORS DEEMED "COMPETENT." PERHAPS ONE NEEDS TO START WITH A DESCRIPTION OF COMPETENCE OR A "COMPETENCE THEORY." BY THIS IS MEANT "SOME SYSTEM OF BASIC ELEMENTS, DEFINITIONS, AND RULES OF COMBINATION AND TRANSFORMATION" THAT IS CAPABLE OF PRODUCING THE CHARACTERISTIC SET OF BEHAVIORS. YET NODDINGS SHOWS THE DIFFICULTIES OF THIS APPROACH.

NEXT, COMPETENCE MAY BE REGARDED AS "MASTERY OVER A SET OF ENVIRONMENTAL CONDITIONS." NODDINGS

EXPLORES THE CONNECTION BETWEEN COMPETENCE AND ACTION. A PERSON DISPLAYS HIS COMPETENCE IN ACTION. COMPETENCE IS HIS REASON FOR ACTING. THE DESIRE FOR COMPETENCE PROVIDES MOTIVATION TO ACHIEVE MASTERY OVER THE ENVIRONMENT. TAKING THIS NOTION OF COMPETENCE AS MOTIVATION, NODDINGS CONSIDERS HOW IT MIGHT GUIDE TEACHER TRAINING. THE "ENVIRONMENT" MIGHT BE CONSTRUCTED SO THAT THERE ARE "PROBLEMS TO BE SOLVED, INFORMATION TO BE GATHERED, SKILLS TO BE MASTERED." ANY PRESET BEHAVIORAL OBJECTIVES OR COMPETENCIES MIGHT, IN THIS CASE, RENDER THE TRAINEE "UNMOTIVATED" TO MASTER THIS ENVIRONMENT BECAUSE HE/SHE WOULD THEN ALREADY KNOW WHAT MUST BE DONE. EVEN MEASURING INDIVIDUAL "COMPETENCIES" MAY NOT ASSURE THAT THE TRAINEE BECOMES COMPETENT GENERALLY. THIS KIND OF EXTERNAL CONTROL OF THE LEARNING OF COMPETENCIES IGNORES THE URGE TOWARD COMPETENCE AS A MOTIVATOR.

NODDINGS TURNS CRITIC OF CBTE BY DEMONSTRATING 1) THAT NOT ALL TYPES OF EDUCATION CAN BE ACQUIRED THROUGH PRESPECIFIED COMPETENCIES--E.G., CRITICAL THINKING, ACQUIRING COHERENT BELIEF SYSTEMS, ETC., AND 2) THAT "METHOD" TO REACH "BEHAVIORAL OBJECTIVES" WILL INEVITABLY DEPEND ON ONE'S PHILOSOPHY OF EDUCATION, OR TO PUT THIS CONVERSELY, ONLY THOSE OBJECTIVES FOR WHICH AN APPROPRIATE METHOD CONSISTENT WITH ONE'S

PHILOSOPHY CAN BE FOUND WILL BE ENTERTAINED WITHIN THE CURRICULUM--AND THIS NODDING BELIEVES IS INAPPROPRIATE RESTRICTION (NARROWING) OF THE CURRICULUM. NODDINGS CONCLUDES THAT "CBTE IS NOT PHILOSOPHICALY NEUTRAL," AS MANY OF ITS ADVOCATES CLAIM.

THE SERIES OF LINGUISTIC ANALYSES PRESENTED BY NODDINGS SET THE STAGE FOR THE CONFERENCE TO EXPLORE FURTHER PROBLEMS OR ALTERNATIVES RELATED TO THE USE OF THE NOTION OF "COMPETENCE" AND RELATED CONCEPTS IN EDUCATION AND IN TEACHER PREPARATION AND PRACTICE.

SUMMARY OF
"COMPETENCE IN EDUCATIONAL PRACTICE: A RHETORICAL PERSPECTIVE"
BY EDWARD R. FAGAN

EDWARD FAGAN EMPLOYS RHETORICAL ANALYSIS TO EXPLORE THE USES TO WHICH EDUCATORS AND THE PUBLIC HAVE PUT THE TERM "COMPETENCE" IN RECENT YEARS. THE RECENT BEHAVIORAL OBJECTIVES AND THE ACCOUNTABILITY MOVEMENTS HAVE PROVIDED THE ANTECEDENT RHETORICAL CONTEXT INTO WHICH "COMPETENCY" RHETORIC COULD EASILY BE FITTED. OBJECTIVES BECAME SENSING DEVICES TO SEE WHETHER EDUCATORS AND CHILDREN WERE ACCOUNTABLE TO THE PUBLIC. "COMPETENCY" BECAME THE MANDATED STANDARD BY WHICH THESE MATTERS MIGHT BE JUDGED. FAGAN TRACES THE LEGISLATIVE ACTIONS RESPONDING TO PUBLIC PLEAS FOR "COMPETENCE" IN THE 1970S, WITH COMPETENCY TESTING IN THE SCHOOLS AND IN TEACHER EDUCATION, WITH THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS, AND WITH NEW PROGRAMS IN READING AND MATH. THE RHETORIC OF "COMPETENCE" WAS JUSTIFIED IN THE CONTEXT OF ACCOUNTABILITY AND ALMOST NEVER EXPLICITLY EXAMINED FOR ITS SUBSTANTIVE, RATHER THAN, ITS POLITICAL CONTENT. SOME BEGINNING RESTRAINTS ON THE ACTIONS PRECIPITATED BY THIS RHETORIC OCCURRED VIA COURT DECISIONS AND CERTAIN CRIES FROM GROUPS OF PROFESSIONAL EDUCATORS IN THE LATE 1970S.

TESTS USED TO ASSESS COMPETENCE WERE CALLED INTO QUESTION. FAGAN SUMS UP THE ERA BY STATING,

> "SO THE SIMPLISTIC NATURE OF COMPETENCY, ITS BINARY MODALITY, ITS BONDS WITH ACCOUNTABILITY, ITS VISIBLE GOALS, ITS PLATITUDES ABOUT THE DOLLAR BUYING A DOLLAR'S WORTH OF TEACHING--THESE VIRTUES...BECAME A BOON TO LEGISLATORS AND TO THE MEDIA BY PROVIDING THEM WITH AN ENDLESS SOURCE OF ADVERSARIAL PRINCIPLES...COMPETENCY, ITS SUPPORTERS FELT, WOULD BE AS CLOSE TO A PANECEA FOR EDUCATIONAL ILLS AS ONE MIGHT FIND FOR THE DECADE OF THE EIGHTIES."

ATTEMPTING TO PUT INTO PRACTICE THE NECESSARY PROVISIONS TO ASSURE "COMPETENCY" RAISED A NUMBER OF IMPORTANT TECHNICAL QUESTIONS: WHO DETERMINES THE REQUISITE TASKS, SKILLS, KNOWLEDGE ON WHICH COMPETENCE IS TO BE DEMONSTRATED? HOW LONG IS DEMONSTRATED COMPETENCE TO LAST BEFORE RELEARNING AND RETESTING IS TO BE REQUIRED? AREN'T SOME FORMS OF ACQUIRED COMPETENCE RELATIVELY PERMANENT IN THEIR UTILITY WHILE OTHERS CHANGE FREQUENTLY DUE TO THE AVAILABILITY OF NEW KNOWLEDGE AND NEW TECHNIQUES? GENERAL MANDATES OVERLOOKED THESE VOIDS IN COMPETENCY THEORY. ANOTHER VOID IN THE INTERPRETATION OF COMPETENCE WAS IN THE LACK OF RECOGNITION OF THE NECESSITY OF ADJUSTMENTS IN

PROCEDURES AND PRACTICES REQUIRED BY A MYRIAD OF DIFFERENT EDUCATIONAL SITUATIONS. ADD TO THESE PROFESSIONAL AND TECHNICAL DIFFICULTIES, THE MISINTERPRETATIONS OF "COMPETENCE" BY THE MEDIA AS THEY DISCUSSED SATS, CBE, AND CBTE, AND YOU HAVE A RHETORICAL CLIMATE BEGGING FOR A RETURN TO INTELLIGIBILITY IN EDUCATIONAL DISCOURSE.

FAGAN CONCLUDES BY TRACING A SIMILAR PATTERN OF RHETORIC IN CONNECTION WITH CBTE. EXAMPLES OF OFFICIAL STATE MANDATES AND OF TEXTBOOKS USED TO GUIDE TEACHER PREPARATION PROGRAMS ARE CITED TO GIVE EVIDENCE IN TEACHER EDUCATION OF THE SAME MESH OF UNEXPLORED ASSUMPTIONS AND UNEXPLICATED JUSTIFICATION FOUND IN HIS TRACING OF THE RHETORIC OF COMPETENCE IN THE SCHOOLS. HE PINPOINTS THE KEY FLAWS IN CBTE WHEN HE SAYS, "IT IS THESE FIXED DEFINITIONS, CRITERIA, HIERARCHIES, WHICH SEEM TO NEGATE THE PURPOSES OF COMPETENCIES, NAMELY, MORE EFFICIENT AND VERIFIABLE OUTCOMES FOR LEARNING EXPRIENCES. CONFUSION BETWEEN THE WORD AND THE THING, BETWEEN THE RHETORIC AND ITS ANALYSIS, THREATEN TO BECOME EVEN MORE WIDESPREAD, PARTICULARLY IN TEACHER EDUCATION."

PRESENTATIONS ON COMPETENCE:
RECOUNTING ITS HISTORICAL USAGE IN EDUCATION

"THE QUEST FOR THE COMPETENT TEACHER: AN HISTORICAL EXPLORATION OF THE MANAGERIAL MATRIX AND THE BEHAVIORIST CONNECTION"

BY

HENRY C. JOHNSON, JR.

THE PENNSYLVANIA STATE UNIVERSITY

AND

"COMPETENCE IN TWO HISTORICAL CURRICULUM DEVELOPMENT EFFORTS"

BY

PAUL R. KLOHR

THE OHIO STATE UNIVERSITY

SUMMARY OF

"THE QUEST FOR THE COMPETENT TEACHER: AN HISTORICAL EXPLORATION OF THE MANAGERIAL MATRIX AND THE BEHAVIORIST CONNECTION"

BY

HENRY C. JOHNSON, JR.

AS A MONUMENTAL WORK OF HISTORICAL SCHOLARSHIP, DESPITE ITS MERE THIRTY-SIX PAGES IN FINAL WRITTEN FORM, HENRY C. JOHNSON, JR., DEMONSTRATES WHERE THE COMPETENCY MOVEMENT CAME FROM, THE SOLUTIONS IT ADVOCATED IN THE IMMEDIATE PAST AND IN THE MORE REMOTE PERIOD OF 1890-1950, AND THE ISSUES IT CONTINUES TO RAISE. BOTH THE INSTITUTIONAL AND THE INTELLECTUAL SOURCES OF THE MOVEMENT ARE EXAMINED. LIKE FAGAN, THE ACCOUNTABILITY ERA IS SEEN AS THE SEED-BED OF THE RECENT MANIFESTATIONS OF THE MOVEMENT. THE STORY IS SARDONICALLY, ALMOST HUMOROUSLY, CHRONICLED FROM THE VANTAGE POINT OF A KNOWLEDGABLE HISTORICAL PERSPECTIVE, AS IF TO SAY, "WE SHOULD HAVE KNOWN BETTER." JOHNSON THEN OPENS UP TO MODERN EDUCATORS THE UNKNOWN WORLD OF THOSE EARLIER ERAS IN WHICH SIMILARLY RELATED EFFORTS IN EDUCATION TO ENHANCE TEACHER COMPETENCE BY MANAGERIAL AND TECHNICAL MEANS HAD BEEN UNDERTAKEN. HE TRACES THE EXTENSIVE RESEARCH DONE ON THOSE EFFORTS AND FINDS THAT SCHOLARS COULD FIND NOTHING CONCLUSIVE ABOUT THESE

EARLIER APPROACHES THAT WOULD MERIT THEIR CONTINUATION.

IT IS IMPOSSIBLE TO DO JUSTICE TO THE RICH CONTENT OF THIS PAPER IN A BRIEF SUMMARY. NEVERTHELESS, IT IS IMPORTANT TO POINT OUT THE LARGER FRAMEWORK WHICH JOHNSON USES TO INTERPRET THE EVENTS OF THIS HISTORY. HE RECOGNIZES THE ORIGINS OF THIS MOVEMENT IN THE EMBRACING OF SCIENCE BY EDUCATION IN THE END OF THE LAST CENTURY AND THE BEGINNING OF THIS ONE. SCHOOL ADMINISTRATORS FELT THAT COPING WITH RISING SCHOOL POPULATIONS REQUIRED MORE EFFICIENT SCHOOL OPERATIONS AND TEACHING APPROACHES. "PROVEN" MEANS WOULD ACHIEVE THE DESIRED ENDS. THE PROCEDURES OF EFFICIENT INDUSTRIAL MANAGEMENT SEEMED CONVENIENT TO DRAW UPON AND WERE TRANSLATED INTO THE TEACHER'S CONTEXT. TASKS WERE ANALYZED AND STANDARDIZED AND MONITORED AND TRAINED FOR. NEW "TECHNOPEDAGOGY" WAS PRACTICED. AT LEAST THAT WAS THE "THEORY."

IT WAS EDWARD LEE THORNDIKE WHO HARNASSED THE INTELLECTUAL RESOURCES TO UNDERGIRD THESE NEW EDUCATIONAL PRACTICES. HE SOUGHT THE SCIENTIFIC BASE FOR EFFICIENT PRACTICE IN THE "LAWS OF LEARNING" AND THE NECESSARY MANIPULATION AND CONTROL OF THE LEARNERS THAT TEACHERS MUST EXERCISE IF THOSE LAWS OF LEARNING ARE TO BE RESPECTED. THORNDIKE'S THINKING WAS INFLUENCED, AS HE HIMSELF STATED, BY DARWINIAN

THOUGHT WHICH WAS RAPIDLY OVERTAKING THE ACADEMIC WORLD OF THE TIME. HE PURSUED IN THE HUMAN OR MENTAL REALM AN APPROACH DARWIN HAD FOUND FRUITFUL IN STUDYING THE "NATURAL" REALM, THE LOGIC OF SCIENTIFIC METHOD. AND THORNDIKE, AND HIS SUCCESSORS IN THE FIELD OF EDUCATIONAL SCIENCE, PURSUED THESE IDEAS WITH CONSIDERABLE VIGOR AND SOUGHT A BASIS FOR SOCIAL ENGINEERING, THE SEARCH FOR OPTIMUM TEACHER BEHAVIORS AND PRACTICES BEING BUT A PART OF THIS LARGER QUEST.

JOHNSON CLOSES HIS OWN STUDY BY POINTING OUT THE APPROPRIATE WAY TO DISCOVER HISTORICALLY WHAT AN IDEA, OR CONCEPT, MEANS: EXAMINE THE REAL OR INTENDED ACTION FROM WHICH IT RISES. IN THE CASE OF THE COMPETENCY MOVEMENT, ONE SHOULD ASK "WHO HAD TO ACT, IN WHAT CIRCUMSTANCES, AND FOR WHAT PURPOSES." THE QUESTIONS THAT GIVE RISE TO THIS MOVEMENT, JOHNSON SAYS, ARE: "HOW DO I SELECT/HIRE BETTER TEACHERS THAN I PRESENTLY HAVE?" "HOW DO I REWARD THOSE WHO PRODUCE WHAT I WANT? AND "HOW DO I ELIMINATE THOSE WHO DO NOT?" THESE QUESTIONS OBSCURED THE PRIMARY ISSUE OF HOW TO IMPROVE THE EDUCATIONAL PROCESS. THE MANAGERIAL ISSUES WERE SUBSTITUTED FOR THIS PRIMARY ONE. THUS, THE ANSWERS GIVEN FIT THE TYPES OF QUESTIONS ASKED, AND APPEARED IN BEHAVIORIST FORM. THE MODE OF MANAGEMENT SHOULD HAVE FLOWED FROM TRULY

EDUCATIONAL GOALS RATHER THAN FROM EXTERNAL, AND PROBABLY IRRELEVANT SOURCES. THE PHYSICALIST VIEW CAME TO DOMINATE THE SEARCH FOR IMPROVED EDUCATIONAL PRACTICES AND CONTINUES TO DO SO IN THE MODERN VERSION OF THE COMPETENCY MOVEMENT.

JOHNSON'S SUGGESTIONS ABOUT AN ALTERNATIVE MODE OF THOUGHT AND ACTION, MORE AKIN TO HUMAN AND EDUCATIONAL INTENTIONS, ARE GIVEN PERHAPS OUTSIDE HIS ROLE AS HISTORIAN BUT ARE INDEED LENT CREDENCE BY HIS CAREFUL HISTORICAL ANALYSIS AND CRITICISM OF PHENOMENA OF EARLIER PERIODS THAT PARALLEL THE QUEST FOR "COMPETENCE" IN OUR OWN DAY.

SUMMARY OF

"COMPETENCE IN TWO HISTORICAL CURRICULUM DEVELOPMENT EFFORTS"

BY

PAUL R. KLOHR

AFTER COMMENTING ON THE VALUE OF DOING HISTORICAL WORK IN THE CURRICULUM FIELD AND CITING SEVERAL RECENT EXAMPLES, PAUL KLOHR PRESENTS THE RESULTS OF HIS EXAMINING THE WAY "COMPETENCE" WAS USED IN TWO HISTORICAL STUDIES ABOUT WHICH HE HAS RECENTLY BEGUN INVESTIGATIONS. THE FIRST WAS THE COMMONWEALTH TEACHER TRAINING STUDY, UNDERTAKEN IN 1925 AND REPORTED IN 1929 BY W. W. CHARTERS AND DOUGLAS WAPLES (UNIVERSITY OF CHICAGO PRESS). THE OTHER WAS THE STUDY OF THE UNIVERSITY SCHOOL AT OHIO STATE UNIVERSITY, ONE OF THE SCHOOLS PARTICIPATING ON THE EIGHT-YEAR STUDY DESCRIBED BY W. M. AIKIN IN 1942 IN THE STORY OF THE EIGHT-YEAR STUDY (HARPER & BROTHERS), AND REPORTED IN 1943 IN THIRTY SCHOOLS TELL THEIR STORY (HARPER & BROTHERS), PP. 718-757. ORIGINAL DOCUMENTS FOUND AT OHIO STATE WERE USED BY KLOHR TO GAIN NEW PERSPECTIVES ON THESE STUDIES.

IN THE FIRST STUDY, THE "OFFICIAL REPORT" DID NOT CONTAIN THE WORD "COMPETENCE." HOWEVER, DRAWING ON FRANKLIN BOBBITT'S VIEW THAT EDUCATION IS A "SHAPING PROCESS," W. W. CHARTERS DEVELOPED AN ASSUMPTION THAT

THE SOCIETY WISHES THE SCHOOL TO SHAPE ITS GRADUATES TO DO THE WORK OF SOCIETY EFFICIENTLY. HE SAW COMPETENCE AS THE PRODUCT AND THE CURRICULUM AS AN INSTRUMENT FOR SHAPING THE PRODUCT. APPLIED TO TEACHER TRAINING, THESE ASSUMPTIONS LED TO HIS IDENTIFYING THE SPECIFIC ACTS A TEACHER PERFORMS IN ORDER TO "TRAIN" THE TEACHERS TO DO THEM EFFICIENTLY.

KLOHR CITES SEVERAL OF THESE SPECIFIC ACTS WHICH CHARTER'S STUDY TURNED UP AS A RESULT OF THE ANALYSIS DONE ON WHAT TEACHERS DO. OVER 200,000 ACTIVITIES FROM OVER 6,000 TEACHERS YIELDED 1001 SPECIFIC ACTS THAT THEN FORMED THE BASIS FOR HIS RECOMMENDATIONS FOR TEACHER TRAINING. FORMS SOLICITING THESE ACTITIVIES WERE GIVEN TO "GOOD" TEACHERS, THOUGH THE CRITERIA FOR WHAT GOOD TEACHING WAS WAS NEVER MADE CLEAR. CLASSIFICATION BY VERBS AND BY NOUNS HELPED DISTINGUISH TYPES OF ACTIVITIES FROM METHODS OF PERFORMING THEM (SIMILAR TO MANY RECENT ATTEMPTS TO ANALYZE AND REDUCE LISTS OF BEHAVIORAL OBJECTIVES). SEVEN MAJOR CATEGORIES EMBRACED THE FINAL LIST OF 1001 ACTIVITIES. KLOHR, WITH THE ADVANTAGE OF HINDSIGHT, POINTS OUT SEVERAL OF THE ITEMS WHICH TO OUR CURRENT EARS SOUND SOMEWHAT OUT OF PLACE AS FOCI FOR TEACHER TRAINING. CATEGORY 788, CALLED "SECURING CORDIAL RELATIONS WITH THE SUPERINTENDENT," IS FURTHER SPECIFED TO INCLUDE ACTIVITIES SUCH AS, "BEING

LOYAL AND RESPECTING THE SUPERINTENDENT," "REMEMBERING THE SUPERINTENDENT AT CHRISTMAS," "MAKING LAMP SHADES FOR THE SUPERINTENDENT'S WIFE." KLOHR RAISES THE QUESTION OF HOW CHARTER'S METHOD COULD BE CONSIDERED A VALID WAY OF IDENTIFYING TEACHER CONDUCT (BY ACTIVITY ANALYSIS) THEN OR NOW. GOOD TEACHING, IF IT CAN BE TRAINED FOR, SURELY IS MORE THAN TRAINING ON SPECIFIC ACTS. THE PARALLELS WITH MODERN COMPETENCY-BASED APPROACHES ARE OBVIOUS, BUT THE LESSONS FROM THE COMMONWEALTH STUDY REMAIN UNKNOWN TO TODAY'S ADVOCATES OF CBE.

AT OHIO STATE'S UNIVERSITY SCHOOL, SOME LONGITUDINAL REPORTS REMAIN FROM THE 1930S WHICH HAVE CONCEPTS OF "COMPETENCE" EMBEDDED IN THEM. HAROLD ALBERTY NO DOUBT DREW UPON THESE REPORTS IN WRITING HIS SECONDARY CURRICULUM BOOK. SOCIAL FUNCTIONS APPEARED AS A CONCEPT, ACCORDING TO ALBERTY, SIMILARLY TO MANY PROGRAMS AROUND THE COUNTRY AT THAT TIME (FOR EXAMPLE, THE VIRGINIA STATE PROGRAM). KLOHR THINKS, HOWEVER, THAT ANOTHER INTERPRETATION OF THE UNIVERSITY SCHOOL'S APPROACH MAY BE POSSIBLE. IT SEEMED TO DIFFER FROM MANY OF THE OTHER SCHOOLS IN THE EIGHT-YEAR STUDY IN DEVELOPING THE NOTION OF "COMMUNITY," WHERE PUPILS AND TEACHERS PARTICIPATED TOGETHER IN LIVING AND WORKING TOWARD A COMMON GOOD, RATHER THAN ADOPTING THE APPROACH OF

TRAINING IN ADOLESCENCE FOR ADULT ACTIVITIES. THE PUPILS WERE IN CONTROL, NOT GUIDED BY EXTERNAL PRE-DEFINED SETS OF ADULT COMPETENCIES. COMPETENCE WAS PERHAPS MORE A MATTER OF CONTINUED GROWTH IN THE EXPERIENCES OF LIVING AND WORKING TOGETHER. MORE EXAMINATION OF THIS UNDERSTANDING OF COMPETENCE IN THE RECORDS OF THE UNIVERSITY SCHOOL COULD BE FRUITFUL, SAYS KLOHR. HE CLOSES HIS REMARKS BY URGING CURRICULUM HISTORIANS TO PURSUE THESE LEADS FURTHER IN BOTH THESE STUDIES DONE IN THE 1930S.

PRESENTATIONS ON COMPETENCE:
COGNITIVE STRUCTURE VS PERFORMANCE

"COMPETENCE, CONCEPTS, AND THE CHILD'S THEORY OF THE WORLD"

BY

DAVID S. PALERMO

THE PENNSYLVANIA STATE UNIVERSITY

AND

"DEVELOPING COMPETENCE"

BY

WILLIAM E. DOLL, JR.

STATE UNIVERSITY OF NEW YORK AT OSWEGO

SUMMARY OF

"COMPETENCE, CONCEPTS, AND THE CHILD'S THEORY OF THE WORLD"

BY

DAVID S. PALERMO

DAVID PALERMO APPROACHES THE PROBLEM OF ACQUIRING COMPETENCE FROM THE PERSPECTIVE OF PSYCHOLOGICAL INQUIRY INTO SEMANTIC DEVELOPMENT. HIS THEORY OF SEMANTIC DEVELOPMENT ASSERTS THE SYNTHETIC NATURE OF MEANING RATHER THAN A COMPONENTIAL OR ANALYTIC ACCOUNT IN WHICH MEANING IS BUILT UP BY THE ADDING UP THE THESE ELEMENTS. HIS THEORY IS CONCERNED WITH CONCEPTUAL WHOLES AND WITH THE RELATIONS AMONG THESE WHOLES. IT IS A COMPLEX DEVELOPMENTAL THEORY WITH CLEAR IMPLICATIONS FOR WHAT COUNTS AS COMPETENCE AND FOR HOW WE MAY FACILITATE THE ACQUISITION OF COMPETENCE IN CHILDREN.

PALERMO STARTS BY IDENTIFYING THE PROBLEM: HOW DO WE MAKE SENSE OF, OR GIVE MEANING TO, OUR EXPERIENCES? EXPERIENCE, HE SAYS, IS NOT SOMETHING THAT COMES TO US WITH CLEAR AND SELF-EVIDENT, INHERENT MEANING WHICH REQUIRES ONLY THAT WE DISCERN WHAT THAT MEANING IS. RATHER, EXPERIENCE IS SOMETHING WE ASSIGN MEANING TO, WE IMPOSE MEANING ON. THE QUESTION, FOR THE PSYCHOLOGIST, IS HOW DO WE DO THAT. CONCEPTUAL DISCRIMINATIONS AMONG CLASSES OF THINGS

EXPERIENCED ARE AT THE HEART OF THIS EFFORT. LANGUAGE, HE SAYS, IS THE VEHICLE BY WHICH THESE DISTINCTIONS THAT ARE TACITLY UNDERSTOOD ARE CONVEYED TO OTHERS AND CHECKED FOR AUTHENTICITY. HIS STUDY OF THE PROCESS OF LANGUAGE ACQUISITION, THEREFORE, IS THE SOURCE OF HIS THEORY OF SEMANTIC DEVELOPMENT IN THE YOUNG CHILD AND THE LOCUS OF HIS CONCEPTION OF COMPETENCE AS THE ATTAINMENT OF WHOLISTIC CONCEPTUAL STRUCTURES THAT INTEGRATE MEANINGS GIVEN TO ONE'S EXPERIENCES.

EXPLORING FIRST THE RULES BY WHICH PERSONS CLASSIFY THINGS INTO DISTINGUISHABLE CONCEPTUAL CATEGORIES AND LATER HOW ONE RELATES VARIOUS CATEGORIES BY OTHER RULES, PALERMO NOTES THAT THE RULES USED BY THE SYNTACTICALLY INNOCENT ARE ESSENTIALLY TACIT IN FORM. PROTOTYPICAL EXEMPLARS OF THE CATEGORY ARE RECOGNIZED, AND COMMON ATTRIBUTES AMONG THEM DEFINE THE MEANING OF THE PARTICULAR CONCEPT ASSOCIATED WITH THE CATEGORY, OR THE FAMILY OF CONCEPTS THAT DEFINE THE RELATIONSHIPS AMONG CONCEPTS. THE BASES FOR FORMING CLASSES ARE ABSTRACT AND ARE LITTLE KNOWN FROM AVAILABLE RESEARCH EVIDENCE. PALERMO CITES MANY STUDIES WHICH REPORT THE PROCESS OCCURRING BUT HOW IT IS DONE OR HOW THE PROCESS MAY BE PROMPTED BY OUTSIDERS HAS NOT YET BEEN MADE INTELLIGIBLE. THIS IMPLIES THAT SEMANTIC

KNOWLEDGE IS ACQUIRED AS THE PERSON GIVES MEANING HIMSELF TO HIS OWN EXPERIENCES THROUGH ACTS OF ABSTRACT CATEGORIZATION AND RULE-MAKING. THERE APPEARS TO BE A BIOLOGICAL CAPACITY AT THE ROOT OF THIS ABILITY TO STRUCTURE MEANINGFUL CONCEPTS. COMPETENCE, IN THIS HIGHLY COGNITIVE INTERPRETATION, HAS EVIDENTLY SOMETHING TO DO WITH HOW WELL A PERSON HAS ACQUIRED THIS ABILITY TO STRUCTURE HIS EXPERIENCE INTO MEANINGFUL CONCEPTS AND GENERALIZATIONS USING COMBINATIONS OF CONCEPTS. LANGUAGE FACILITY IS CONSEQUENTLY THE EMPIRICAL DATA-BASE FOR DETECTING LEVELS OF COMPETENCE OR INCOMPETENCE.

WHILE PALERMO IS NOT OVERTLY CONCERNED WITH AIDING AND ABETTING THE PROCESS OF ACQUIRING COMPETENCE, HE POINTS TO A NUMBER OF STUDIES WHICH DEMONSTRATE VARIOUS FACETS RELATED TO THE MAKING SENSE OF ONE'S EXPERIENCE AND THE DIFFICULTIES CHILDREN FACE IN DOING SO, WHICH MAY SUGGEST TASKS THAT MAY BE APPROPRIATE FOR ADULTS TO ENGAGE IN AS CHILDREN ATTEMPT TO DEVELOP MEANINGS IN THE FACE OF THEIR EXPERIENCE. ACQUIRED CONCEPTS, AS OPPOSED TO NATURAL CONCEPTS, ARE CULTURALLY INFLUENCED. THIS MEANS THAT INDIVIDUALS WILL DIFFER IN THEIR ACQUIRED CONCEPTS AS THE RULES FOR CATEGORIZATION THEY IMPOSE ON EXPERIENCE DIFFER FROM THOSE IMPOSED BY OTHERS. THE IMPRESSION THAT PALERMO LEAVES BY MAKING THESE

ASSERTIONS IS THAT NATURAL CONCEPTS AND SEMANTIC DEVELOPMENT CAN BE MONITORED FOR ACCURACY OF RULES EMPLOYED BUT THAT ACQUIRED CONCEPTS CANNOT BE MONITORED; ONLY THE EXPERIENCE-BASE FOR ACQUIRING THESE CONCEPTS CAN BE EXPANDED BY AN OUTSIDER.

PALERMO THEN TURNS MORE CENTRALLY TO THE QUESTIONS OF GIVING MEANING TO ONE'S EXPERIENCE. HE STATES, "PERSONS MUST HAVE SOME SORT OF BASIS FOR MAKING A JUDGMENT ABOUT THE MEANING OF THE STIMULI ABOUT THEM. THEY MUST HAVE A CONCEPTUAL FRAMEWORK WHICH MAKES IT POSSIBLE TO PLACE A MEANINGFUL AND, THEREFORE UNAMBIGUOUS INTERPRETATION UPON THOSE EVENTS WHICH OCCUR IN THEIR ENVIRONMENT. THEY MUST HAVE SOME SORT OF 'THEORY OF THE WORLD' WHICH ALLOWS THEM TO INTERPRET WHAT GOES ON ABOUT THEM IN A SYSTEMATIC WAY." A PERSON CONSTRUCTS SUCH A THEORY AND USES IT, AS STUDIES CLEARLY SHOW. THEY ARE THEORIES ABOUT HOW THE WORLD OUGHT TO BE, NOT HOW IT IS. THE CHILD FROM BIRTH HAS SUCH A THEORY, A SET OF ORGANIZATIONAL PRINCIPLES THAT ALLOW THE INFANT TO INTERPRET AND RESPOND TO THE WORLD IN A MEANINGFUL WAY. THEORIES CHANGE AS THE CHILD PASSES THROUGH TIME. WHAT IS THE SOURCE OF SUCH THEORIES? AND MORE TROUBLESOME, HOW DO PERSONS WITH TWO DIFFERENT THEORIES COMMUNICATE? ALL OUR THEORIES OF THE WORLD ASSUME A MEANINGFUL WORLD AND WE CONTRACT WITH

OTHERS TO COMMUNICATE ABOUT OUR COMMON EMPIRICAL EXPERIENCE, WITH MORE OR LESS EASE, DEPENDING ON THE COMMITMENT TO THAT END AND THE DEGREE OF ACTUAL COMMON EXPERIENCE BETWEEN US. BIOLOGICAL STRUCTURES ARE THE BASIS FOR THIS COMMONALITY AND CONSTRAIN THE THEORIES THAT WE CONSTRUCT. THE CHILD HAS A THEORY OF THE WORLD CONSISTING OF THIS ABSTRACT CLASSIFICATION SYSTEM AND A SYSTEM OF RELATING ABSTRACT CLASSES. IT IS THIS CONCEPTUAL FRAMEWORK THAT THE CHILD USES TO MAKE JUDGMENTS ABOUT WHAT IS AND WHAT OUGHT TO BE. WHEN THE CHILD BECOMES CAPABLE OF LANGUAGE, HE TALKS WITH OTHERS ABOUT THE WORLD. WORDS CONVEY MEANINGS THE CHILD ALREADY HAS ABOUT THE WORLD. "LANGUAGE ACQUISITION IS A MATTER OF DETERMINING THE CONTRACTUALLY AGREED UPON LANGUAGE MECHANISMS PEOPLE IN A PARTICULAR LANGUAGE COMMUNITY ORDINARILY USE IN TALKING ABOUT THE CONCEPTS AND RELATIONS AMONG CONCEPTS WHICH ARE NATURAL TO MAN."

PALERMO TURNS FINALLY TO A CONSIDERATION OF "METAPHOR," WHICH ALONG WITH LITERAL INTERPRETATIONS OF MEANING, ARE USED TO CREATE MEANINGS AMONG OSTENSIBLY UNRELATABLE CLASSES. HE POINTS OUT HOW ANALYSIS AND SUMMING OF SENTENCES CANNOT BE USED TO EXTRACT THEIR FULL MEANING. THE STUDY OF METAPHORS CAN REVEAL SOMETHING OF THE ABSTRACT DIMENSIONS OF

EXPERIENCE WHICH IS TACITLY UNDERSTOOD AND OF THE ABSTRACT RULES WE USE TO CREATE A MEANING FOR THEM.

I CANNOT END THIS SUMMARY WITHOUT STATING AN IMPLICATION OF WHAT PALERMO PRESENTS IN HIS PAPER BUT WHICH HE HIMSELF DOES NOT STATE. IT IS THAT, GIVEN THE HIGHLY COGNITIVE AND ABSTRACT NATURE OF THE BIOLOGICAL BASIS FOR LANGUAGE AND CONSTRUCTING MEANINGS WHICH PERSONS POSSESS, EVEN FROM BIRTH, ANY THEORY OF COMPETENCE BASED SOLELY ON LANGUAGE STATEMENTS, OR THEIR ANALYTICALLY DERIVED AND PRACTICED SUBCOMPOENTS, IS DOOMED TO FAILURE. THE TACIT, ABSTRACT DIMENSIONS OF MEANING ARE WHOLISTIC AND MUST BE RESPECTED IN ANY ACCOUNT OF COMPETENCE OR OF TEACHING OR ASSESSING FOR COMPETENCE.

SUMMARY OF

"DEVELOPING COMPETENCE"

BY WILLIAM E. DOLL, JR.

IN THIS PAPER, DOLL REJECTS PERFORMANCE AND BEHAVIORIST DEFINITIONS OF COMPETENCE AND ADOPTS A DEFINITION FROM A STRUCTURALIST PERSPECTIVE. DRAWING ON NOAM CHOMSKY, DOLL INTRODUCES THE CONCEPT OF MIND, THOSE POWERS OF INTELLIGENCE THAT ARE DEEP, STRUCTURAL, AND GENERATIVE IN CHARACTER, CONCERNED WITH INTERNAL POWERS RATHER THAN OUTWARD PERFORMANCE. HE ALSO DRAWS HEAVILY ON JEAN PIAGET'S VIEW OF COMPETENCE, ALSO A STRUCTURALIST VIEW. HIS FOUR STRUCTURES-OF-THE-WHOLE ARE BIOLOGICALLY GOVERNED, EACH WITH ITS OWN COMPETENCE PATTERN: SENSORY-MOTOR, PRE-OPERATIONS, CONCRETE OPERATIONAL, AND FORMAL OPERATIONAL. CHANGE FROM ONE PATTERN TO ANOTHER, THOUGH GENETIC, IS AT THE INITIATIVE OF THE ORGANISM'S SENSE OF TELOS OR PURPOSE AS IT INTERACTS WITH THE ENVIRONMENT. IT IS AUTOREGULATED. THERE IS A STATE OF UNDERSTANDING (EQUILIBRIUM), THEN A DISTURBANCE IS INTRODUCED (DISEQUILIBRIUM), AND WITH ITS INTEGRATION INTO COGNITIVE STRUCTURES A REEQUILIBRATION RESULTS. DOLL ALSO DRAWS ON JEROME BRUNER, WHO SUGGESTS THAT IT IS DIFFICULT IF NOT IMPOSSIBLE TO INFER COMPETENCE FROM

PERFORMANCE. COMPETENCE IS NATURAL AND ITS OWN REWARD, BUT WITH EXTERNAL MOTIVATIONS ADDED, IT CAN GROW, AS PIAGET DESCRIBES.

DOLL THEN DERIVES A MODEL FOR DEVELOPING COMPETENCE BASED ON THE WORK PREVIOUSLY CITED. THOSE THINGS WHICH CAN EASILY BE ASSIMILATED INTO EXISTING STRUCTURAL LEVELS OCCUR WITHOUT ASSISTANCE, THOSE THAT CANNOT BE, SERVE AS CATALYSTS TO DISTURB THE OLD EQUILIBRIUM AND TO REESTABLISH THE NEW. GOALS EMERGE FROM INTERACTION AND REFLECTION ON EXPERIENCE. THE WHOLE HAS STRUCTURE AND UNITY OF ITS OWN WHICH MUST BE RESPECTED. DOLL REFERS TO ANOTHER OF HIS PAPERS WHERE HE HAS ARTICULATED FIVE PEDAGOGIC PRINCIPLES (OF ACTION, SKILLS AND STRUCTURE, ROLE OF CONTRAST, PLAY AND MASTERY, AND DEVELOPMENT OF EXPERIENCE) THAT ASSUME THIS CONCEPTION OF COMPETENCE AND GUIDE THE ACTIVITY OF DEVELOPING COMPTENCE.

TO ILLUSTRATE THESE PRINCIPLES, DOLL CONCLUDES THIS PAPER WITH NUMEROUS EXAMPLES FROM TEACHING MATHEMATICAL COMPETENCE TO CHILDREN. THEY AVOID "COPYING" OR "REMEMBERING" MODELS SO OFTEN FOUND IN CHILDREN'S MATHEMATICS TEXTBOOKS.

PRESENTATIONS ON COMPETENCE:
THE CRITICAL SOCIOLOGY PERSPECTIVE

"CURRICULAR FORM AND THE LOGIC OF TECHNICAL CONTROL: BUILDING THE POSSESSIVE INDIVIDUAL"

BY

MICHAEL W. APPLE

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AND

"COMPETENCE AS INSTRUMENTAL ACTION AND AS PRACTICAL ACTION"

BY

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SUMMARY OF
"CURRICULAR FORM AND THE LOGIC OF TECHNICAL CONTROL: BUILDING THE POSSESSIVE INDIVIDUAL"
BY MICHAEL W. APPLE

THIS PAPER IS A HIGHLY ELABORATED INSTANCE OF DOING CRITICAL SOCIOLOGICAL INQUIRY TO ILLUMINATE THE PREVAILING NOTION OF COMPETENCE THAT IS EMPLOYED IN THE SCHOOLS. PERHAPS IT SUGGESTS ALTERNATIVE CONCEPTIONS OF COMPETENCE, BUT THAT IS NOT APPLE'S PRIMARY INTENT. HIS PRIMARY INTENT IS TO REVEAL ETHICAL AND PEDAGOGICAL CONTRADICTIONS IN SCHOOL PRACTICES PRESENTLY EXISTING AND TO DEMONSTRATE CERTAIN OF THE ECONOMIC AND POLITICAL ASSUMPTIONS BEHIND THESE PRACTICES. THE CONTEXT IS THE CURRICULUM OF THE SCHOOLS AND WHAT STUDENTS LEARN THROUGH THESE HIDDEN FORMS.

APPLE BEGINS BY GIVING SEVERAL EXAMPLES OF CORPORATE INDUSTRIAL PLANS FOR INFLUENCING SCHOOL CURRICULA, THROUGH WORKSHOPS, PUBLISHED MATERIALS FOR THE CLASSROOM, AND OVERT IDEOLOGICAL MESSAGES EXPECTED TO BE TAUGHT IN SCHOOLS. SOME OF THESE SAME SORTS OF CONCERNS, APPLE CONTENDS, ARE EMBEDDED IN ACTUAL SCHOOL PRACTICES AND CURRICULAR STRUCTURES, EVEN WHEN SCHOOL AUTHORITIES HAVE OSTENSIBLY REJECTED THIS OVERT INFLUENCE FROM THE DOMAIN OF

FREE-ENTERPRISE. HE INTERESTS HIMSELF IN THIS PAPER, HOWEVER, WITH MATTERS OF CURRICULAR FORM, NOT CURRICULAR CONTENT, THAT IS, ON HOW IT IS ORGANIZED. IT IS AT THE LEVEL OF FORM (AS WELL AS CONTENT) THAT THE CULTURAL ANALYSISTS (MARXISTS AND NEO-MARXISTS) FIND EVIDENCE OF THE ROLE OF IDEOLOGY IN EDUCATION.

EXAMINING FIRST THE IDEOLOGY OF CORPORATE DESKILLING AND CONTROL (WHICH, IN THE FORM OF HIERARCHICAL, BUREAUCRATIC STRUCTURES, APPLE FINDS PRESENT IN SCHOOLS AS WELL AS IN CORPORATIONS), HE DRAWS SEVERAL PARALLELS. IN ATTEMPTING TO REDUCE "INEFFICIENCY" AND CONTROL COSTS AND THE IMPACT OF LABOR, COMPLEX JOBS HAVE BEEN DISSECTED SO THAT THE LESS SKILLED TASKS CAN BE PERFORMED BY CHEAPER LABOR. WORKERS ARE THEN RESKILLED TO OVERSEE MACHINERY WHICH DOES THE VERY SKILLED WORK. WHETHER IN THE ASSEMBLY LINE OR IN THE CLASSROOM, THIS SAME PHENOMENON HAS OCCURRED. TEACHERS ARE GIVEN PRE-DESIGNED PACKAGES OF CURRICULUM MATERIALS IN WHICH THE DECISIONS ABOUT HOW PUPILS WILL INTERACT WITH CONTENT ARE ALREADY MADE AND THE DESKILLED TEACHER BECOMES A MANAGER AND MONITOR OF THE PROCESS RATHER THAN A SKILLFUL PROFESSIONAL TEACHER. APPLE PINPOINTS THE WAY THE INSTRUCTIONS ACCOMPANYING THESE NEW CURRICULUM SYSTEMS, IN FACT, DIRECT THE TEACHER TO TAKE THE NEW, LESSER ROLE. SALESMEN ARE

BOLD TO INDICATE THE "SAVINGS" MADE POSSIBLE BY THESE PACKAGES. THE CONTROL IDEALOGY PENETRATES NOT ONLY THE TEACHER'S ROLE BUT ALSO THE STUDENT'S LEARNING PROCESS, NOW INDIVIDUALIZED, STANDARDIZED, BUT FREQUENTLY INEFFECTIVE (DUE TO ITS BEING MISMATCHED WITH HIS SPECIFIC IMMEDIATE REQUIREMENTS). TEACHERS ARE ISOLATED FROM ONE ANOTHER BY THIS WHOLE PROCESS, BECAUSE TO CONSULT ONE ANOTHER WOULD SMACK OF MAKING JUDGMENTS ABOUT WHAT OUGHT TO BE DONE, AN ACT INCOMPATIBLE WITH A PREDETERMINED SYSTEM DESIGNED TO DEAL WITH ALL EVENTUALITIES.

THOUGH SCHOOLS ARE NOT EXACTLY LIKE FACTORIES OR OFFICES, AND SOME RESISTANCE TO THESE PRESSURES FOR TECHNICAL CONTROL DOES EXIST, APPLE POINTS OUT THAT THE FORM WHICH THE CURRICULUM TAKES CAN CONTRIBUTE HEAVILY TOWARD ACCEPTING THESE PRESSURES EVEN WHEN TEACHERS AND ADMINISTRATORS THINK THEY ARE RESISTING DESKILLING AND CONTROL IN OTHER WAYS. THE IMPORT OF THE LOGIC OF TECHNICAL CONTROL "LIES IN ITS ABILITY TO INTEGRATE INTO ONE DISCOURSE WHAT ARE OFTEN SEEN AS COMPETING IDEOLGICAL MOVEMENTS, AND HENCE TO GENERATE CONSENT FOR EACH OF THEM," SAYS APPLE. THE CONCERN FOR "QUALITY EDUCATION" AND THE CONCERN THE "ACCOUNTABILITY" MAY BE JOINED, FOR EXAMPLE, IN THE IDEOLOGY OF TECHNICAL CONTROL.

WHAT KIND OF PUPIL IS PRODUCED BY THIS KIND OF

IDEOLOGY? ONE, SAYS APPLE, THAT MATCHES THE NEEDS OF CORPORATE BUREAUCRACIES, THE POSSESSIVE INDIVIDUAL. THE POSSESSIVE INDIVIDUAL IS ONE WITH TECHNICAL COMPETENCE (BUT WITHOUT POLITICAL OR ETHICAL COMPETENCE) AND WHO ACCEPTS AND DOES A TECHNICAL JOB LOYALLY. SOCIAL AND CULTURAL MEANINGS AND OBLIGATIONS ARE TRANSFORMED INTO "COMMODITIES" TO BE OFFERED AT THE GOING PRICE. BROAD RANGING CULTURAL CAPITAL BECOMES TECHNICAL COMPETENCE ONLY. INDIVIDUAL AUTONOMY IS REPLACED BY CAREER INDIVIDUALISM. THE EFFECTS ARE THE SAME IN INDUSTRY OR THE CLASSROOM. VALUES SHIFT. PEOPLE INTERNALIZE THE VALUES OF THE ENTERPRISE.

IN ALL FAIRNESS, APPLE CITES STUDIES OF SCHOOLS AND CLASSROOMS TO DETECT WHETHER THESE EFFECTS ACTUALLY OCCUR. HE FINDS EVIDENCE OF BOTH CONFORMITY TO THE IDEOLOGY AND RESISTANCE TO IT. BUT OVERT RESISTANCE IS DIFFICULT TO EXERCISE HERE JUST AS IT IS IN THE FACTORY.

THE POSSIBLE TRANSFORMATION OF THE SUBSTANCE OF PARTICULAR "COMPETENCIES" FROM THAT WHICH THE OFFICIAL CURRICULUM SPECIFIES TO THAT WHICH PRACTICES IN FACT ENGENGER IS THE IMPORTANT ISSUE THAT APPLE'S ANALYSIS REVEALS. WE WOULD BE WISE TO BE ALERT TO THE POSSIBLE NARROWING IMPACT OF CERTAIN CURRICULAR FORMS ON BOTH PUPILS' AND TEACHERS' COMPETENCE.

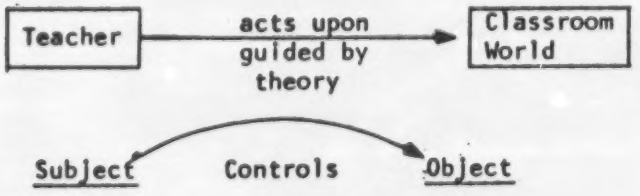
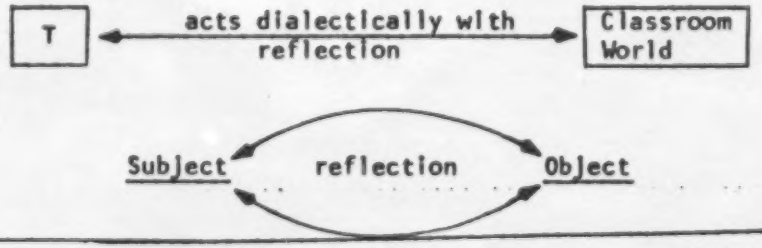
SUMMARY OF
"COMPETENCE AS INSTRUMENTAL ACTION AND AS PRACTICAL ACTION"
BY TED T. AOKI

TED AOKI CONTRASTS TWO QUITE DIFFERENT CONCEPTIONS OF COMPETENCE IN THIS PAPER. ONE IS MORE IN THE MAINSTREAM OF AMERICAN THOUGHT AND SCHOOL PRACTICE, COMPETENCE AS "INSTRUMENTAL ACTION." THE OTHER, STEMMING FROM EUROPEAN THOUGHT IN THE TRADITION OF CRITICAL REFLECTION AND PRAXIS, IS COMPETENCE AS "PRACTICAL ACTION." AOKI EXHIBITS BOTH OF THESE CONCEPTIONS IN DETAIL BUT DOES NOT INDICATE HIS PREFERENCE. HE ALLOWS THE READER TO WEIGH THE MERITS OF EACH AND DRAW HIS OWN CONCLUSIONS. IT IS DIFFICULT, HOWEVER, NOT TO BE DRAWN TO THE SECOND APPROACH, GIVEN ITS BROADER PURPOSES. THE PAPER INCLUDES A TABLE DELINEATING CHARACTERISTICS OF BOTH FORMS OF COMPETENCE. THIS TABLE IS INCLUDED HERE AS THE BEST WAY OF SUMMARIZING EACH OF THEM.

PERSPECTIVES ON COMPETENCE

WORKING PAPER

Aoki - June 1980

PERSPECTIVE A	PERSPECTIVE B
COMPETENCE AS INSTRUMENTAL ACTION (THEORY AND PRACTICE IN LINEAR RELATIONSHIP)	**COMPETENCE AS PRACTICAL ACTION (PRAXIS) (THEORY AND PRACTICE IN DIALECTICAL RELATIONSHIP)**
INTEREST IN	**INTEREST IN**
- Interest in controlling teaching situation through psycho-social theory(ies). - Instrumental interest in applying reason to teaching practice (thought to action) effectively, efficiently. - Interest in applying theoretical understandings in curriculum and instruction into classroom practice.	- Interest in "venturing forth" together with students. - Interest in self-improvement by reflecting upon and freeing self from self- or socially imposed constraints. - Interest in the teacher interpreting the classroom world, acting with and upon that world, and reflecting and acting upon both self and world.
ASSUMPTIONS ABOUT TEACHER AND CLASSROOM WORLD	**ASSUMPTIONS ABOUT TEACHER AND CLASSROOM WORLD**
- The classroom is a world which can be changed with certainty by the application of theory. - Thought and action (theory and practice) are separate realms linearly connected. - "Practice" is actualization of theory. - The theoretical world is paramount reality (therefore, theoretical knowledge is more important than applied knowledge). - Instrumental knowledge is "applied" knowledge. - Teacher is instrument of theoretical knowledge.	- The teacher as acting person is in dialectical relationship with the classroom world. - Assumes reality is not given directly in appearance, hence requires critical reflection to enable the teacher to discover deep structure not given in appearance. - Theory and practice are in integrated unity (praxis). (Praxis is thoughtful action; action full of thought.) - The teacher has unlimited possibilities for growth. - The teacher is engaged in the writing of his own history. - Praxical knowledge is "critically reflected" knowledge.
	

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PERSPECTIVE A	PERSPECTIVE B
COMPETENCE AS INSTRUMENTAL ACTION (THEORY AND PRACTICE IN LINEAR RELATIONSHIP)	**COMPETENCE AS PRACTICAL ACTION (PRAXIS) (THEORY AND PRACTICE IN DIALECTICAL RELATIONSHIP)**
APPROACH - Teacher applies theoretical rules to practical situations; therefore, instrumental in approach. - Planning lessons, managing class, and teaching guided by "theoretical" rules.	**APPROACH** - Acting and reflecting upon the world the teacher helps students to construct and transform reality. - Becoming aware of own teaching acts as possible object-in-view. - Reflection as going beyond the framework of everyday instrumental action. - Seeks moment for conscious connecting of teacher's awareness and the teacher's intentional world. - Becoming aware of the writing of history in which he is engaged--the history that is the activity through which the teacher creates himself. (Teacher is maker of own history.) - Becoming aware that personal praxis involves social praxis. - Becoming aware of the personal, social, cultural and political context in which praxical activity is conducted.
EVALUATION QUESTION TYPE: How efficiently was "theory" implemented in "practice"?	**EVALUATION QUESTION** TYPE: What is the quality of the underlying perspective of my action? What makes it possible for me as a human being to act the way I do in my pedagogical activities? Is it adequate?

PRESENTATIONS ON COMPETENCE:
HERMENEUTICAL AND PHENOMENLOGICAL PERSPECTIVES

"GREAT SWAMP FIRES I HAVE KNOWN, COMPETENCE, AND THE HERMANEUTICS OF QUALITATIVE EXPERIENCING"

BY

KENNETH R. BEITTEL

THE PENNSYLVANIA STATE UNIVERSITY

AND

"HERMENEUTIC REFLECTIONS OF PEDAGOGIC COMPETENCE

BY

MAX VAN MANEN

UNIVERSITY OF ALBERTA

SUMMARY OF

"GREAT SWAMP FIRES I HAVE KNOWN, COMPETENCE, AND THE HERMENEUTICS OF QUALITATIVE EXPERIENCING"

BY KENNETH R. BEITTEL

"O, COMPETENCE, THOUGH ART SICK," BEGINS KEN BEITTEL. "THE MIND ATTACKS THE WHOLE OF WHICH IT IS A FRAGMENT--THE ULTIMATE TECHNOLOGICAL REVERSAL AND PUT-DOWN." "EXISTENTIAL AND HERMENEUTIC PHENOMENLOGY ATTEMPT TO HEAL THIS DANGEROUS CONDITION," BUT DO NOT FULLY SUCCEED. "ONLY QUALITATIVELY, ADRIFT IN THE QUALITATIVE IMMEDIATE PRESENT, DOES MAN GRASP HIS EDEN-LIKE POTENTIAL." OUR BEING-AS-WHOLENESS WE EXPERIENCE ICONICALLY, PRE-SYMBOLICALLY, BEFORE LANGUAGE. THE ART OF QUALITATIVE THINKING BRINGS THE POWERS OF BODY-MIND-CONSCIOUSNESS TO RENEWED WHOLENESS. BEITTEL RESISTS "THE SINGLE VISION WHICH WOULD ALLOW THE CONCEPTUAL TO EXTEND SO FAR THAT ITS CONNECTION WITH THE QUALITATIVE WORLD WOULD BE TENUOUS OR TOKEN," IN FAVOR OF BOTH DIALOGUE AND QUALITATIVE EXPERIENCING. BEITTEL'S QUALITATIVE (POETIC/METAPHORIC) LANGUAGE HELPS TO TAKE US WHERE HE WANTS TO LEAD US IN THE PAPER--THROUGH AN ANALYSIS OF QUALITATIVE THINKING AND AN EXPERIENCING OF "COMPETENCE."

OUR EXPERIENCE IS QUALITATIVE IN CHARACTER. METAPHORS ARE REQUIRED, AS PALERMO ALSO ASSERTED, TO

CAPTURE THESE QUALITIES OF OUR EXPERIENCE. "WHAT IT IS ABOUT IS THE DISCLOSURE OF BEING ITSELF." THE MEANING OF OUR EXPERIENCE COMES TO CONSCIOUSNESS THROUGH METAPHOR. BEITTEL TRACES THE WAY WE EXPRESS THE MEANING OF THIS EXPERIENCE THROUGH ICONIC OR LITERARY ("TEXTS") MODES. "THERE IS A DEEP STRUCTURE TO THE QUALITATIVE," EXPRESSED AS A SYNTHESIS OF ELEMENTS IN THE WHOLE AND METAPHORICALLY AS "A ROSE WITH A PHANTOM TWO-HEADED WORM AT ITS HEART." PROCESS IS DIALOGIC AND ORGANISMIC. ONE MUST DISTANCE THE QUALITATIVE IF ONE IS TO INTERPRET AND RENEW EXPERIENCE. BE BOTH REFLECTIVE AND REFLEXIVE. ENGAGE IN EXPANSION AND REDUCTION. THE NORMS OF ACTION ARE IMPLICIT IN QUALITATIVE EXPERIENCING. INTERPRET THROUGH A DIALECTIC OF EXPLANATION AND UNDERSTANDING (RECEIVING). "THERE IS NOTHING TO PROVE, ONLY SOMETHING TO EXPRESS AND REVEAL." BE SKEPTICAL OF ALL "TEXTS" (VERBAL EXPRESSIONS); THEY ARE DISTORTIONS OF EXPERIENCE AND "REQUIRE A DEPTH HERMENEUTIC." SELF-DISCOVERY AND SELF-AWARENESS ARE TWIN REALITIES; "BY LOSING MYSELF IN THE QUALITATIVE IMMEDIATE PRESENT," I CAN SEE MYSELF IN IT AND FREE MYSELF THROUGH IT. EVALUATION, SPECULATION, AND RENEWAL ARE NOT THE FORMAL TECHNIQUES OF THE PROFESSIONAL EXPERT. THE EXPERIENCER IS THE ONE WHO MUST EVALUATE, SPECULATE, RENEW, AND NOT THE OUTSIDE

EXPERT. "WHERE TRUTH IS ORGANIC, REVELATION, UNVEILING, SEARCH, THEN THE WHOLENESS OF THE MOVEMENT FROM WITHIN EXPERIENCE TAKES OVER." COMPETENCE WILL APPEAR AS MERE WISPS, OR EVEN THICKENED UP BELLOWS OF SMOKE FROM FORGOTTEN SWAMP FIRES." "AN ART OF QUALITATIVE EXPERIENCING AND QUALITATIVE THINKING FITS NO SYSTEMS MANAGEMENT HEGEMONY." "THE NEW ROSE IS ALWAYS HEALTHY." "IF I WERE TO PLACE COMPETENCE WITHIN THE ART OF POTTERY WHICH I PRACTICE, SEEING IT WHOLISTICALLY FROM THE PERSPECTIVE OF A GREAT TRADITION OF PLANETARY AND HISTORICAL SCOPE, I COULD ONLY SAY: COMPETENCE, YOUR NAME IS MUD."

SUMMARY OF
"HERMENEUTIC REFLECTIONS ON PEDAGOGIC COMPETENCE"
BY MAX VAN MANEN

WHAT IS THE CONTENT AND THE DIRECTION OF THE PEDAGOGIC RELATIONSHIP? CONCEPTUALIZATIONS CANNOT ADEQUATELY PROVIDE THE ANSWER TO THIS QUESTION. FUNDAMENTAL EXISTENTIALS OF THE PEDAGOGIC RELATIONSHIP ARE KNOWN ONLY IN THE ACT OF BEING IN RELATION TO CHILDREN AND THEIR PEDAGOGIC REQUIREMENTS. LOVE OR SECURITY OR CONTINUITY ARE PROVIDED IN THE DYNAMICS OF RELATIONSHIPS; THEY ARE NOT SOMETHING READILY CONVERTED INTO ENTITIES THAT CAN BE "DELIVERED" OR "ADMINISTERED." PEDAGOGIC COMPETENCE, VAN MANEN LIKE BEITTEL SAYS, IS QUALITATIVE. TEACHERS OR PARENTS HAVE A PEDAGOGIC CALLING THAT BEARS WITH IT A STANDARD OF "GOODNESS," NOT JUST "USEFULNESS." CONSEQUENTLY, PEDAGOGIC COMPETENCE IS DIRECTED TOWARD THE "GOOD" OF THE CHILD. IT IS THE "ANTICIPATORY AND REFLECTIVE CAPACITY OF FOSTERING, SHAPING, AND GUIDING THE CHILD'S EMANCIPATORY GROWTH INTO ADULTHOOD"--WHAT THE CHILD SHOULD BE CAPABLE OF, HOW THE CHILD SHOULD HAVE A MIND OF HIS OWN, AND WHAT THE CHILD SHOULD BE LIKE AS A PERSON. IT IS A FAR DEEPER EXISTENTIAL COMPETENCE THAN MERE SKILL IN PURVEYING "CURRICULAR CONTENT."

"PEDAGOGIC COMPETENCE MANIFESTS ITSELF NOT ONLY IN PRAXIS, IN OUR CONCRETE RELATIONSHIPS, ACTIVITIES, AND SITUATIONS WITH OUR CHILDREN. IT MANIFESTS ITSELF AS WELL IN THEORIZING, WHERE THE PARENT OR THE PROFESSIONAL EDUCATOR REFLECTIVELY BRINGS TO SPEECH THE MEANING OF PEDAGOGIC THOUGHT AND ACTIONS." "THE CONTEMPORARY CONFUSION OF EDUCATORS ABOUT WHAT REALLY MATTERS IN CURRICULUM AND TEACHING MARKS A DECAYING SENSITIVITY TO THE PEDAGOGIC GROUND OF EDUCATIONAL THEORY AND PRACTICE." THE CONCRETE SITUATIONS IN WHICH PEDAGOGUES AND CHILDREN FIND THEMSELVES MUST NOT BE IGNORED BUT SHOULD BE KNOWN AND REFLECTED UPON. PEDAGOGIC THEORIZING IS THE "STRUGGLE TO ACHIEVE ONE'S LIMITS, TO FIND ONE'S ORIGINS, ONE'S GROUND IN THAT WHICH MAKES PEDAGOGIC LIFE POSSIBLE." "BEING ORIENTED IN A QUESTIONING WAY TO THE GROUNDS OF OUR PEDAGOGIC EXISTENCE BECOMES OUR WAY OF FORMULATING ANSWERS." WHAT IS IT LIKE TO BE A COMPETENT PEDAGOGUE IS NOT FOUND IN A SET OF PROPOSITIONS, BUT "SHINES THROUGH" AS WE INQUIRE OF "THAT WHICH GIVES RISE TO CARE OF CHILDREN." WHY WE DO WHAT WE DO IS AS IMPORTANT AS WHAT WE DO AND HOW WE DO IT. DO WE UNDERSTAND THIS IN OUR BEING?

THE PHENOMENOLOGICAL ATTITUDE BRINGS TO TASKS, SUCH AS "SELECTING, PLANNING, OR ORGANIZING LEARNING EXPERIENCES," THE QUESTIONS OF WHAT IT IS LIKE WHEN A

CHILD "HAS AN EXPERIENCE" OR "COMES TO UNDERSTAND SOMETHING." WE NEED TO ASK WHAT IT IS TO MAKE A PEDAGOGIC DIFFERENCE. WHEN IS A COACH OR A MATH TEACHER REALLY BEING PEDAGOGICALLY COMPETENT? PHENOMENOLOGY REMINDS US NOT TO MISTAKE OUR WORDS (OR OUR ACTIONS) FOR WHAT WE ARE REALLY TALKING ABOUT OR DOING. "A PHENOMENOLOGICAL DESCRIPTION IS LIKE AN ICON: IT REFERS US BACK TO WHAT STANDS BEHIND IT."

"PEDAGOGY AS A CALLING OR VOCACTION DISCLOSES ITSELF TO THE PEDAGOGUE IN THE EXPERIENCE OF BEING CALLED UPON TO EDUCATE." ANYONE WHO CARES TO BE A PEDAGOGUE CAN RESPOND TO THIS CALLING; BUT MANY PARENTS AND SOME "TEACHERS" FIND THEY CANNOT RESPOND TO THIS CALLING. THEY ARE THE "INCOMPETENT;" THE INCOMPETENT ARE NOT JUST THE ONES WHO FAIL TO EXHIBIT A LIST OF SO-CALLED "COMPETENCIES."

WE FAIL TO SEE "THAT THE MEANING AND SIGNIFICANCE OF PEDAGOGY REMAINS CONCEALED BEHIND OUR INABILITY TO APPROACH PEDAGOGY PRE-THEORETICALLY. IT REMAINS CONCEALED AS A CONSEQUENCE OF THE THEORETICAL OVERLAYS AND PERSPECTIVAL FRAMEWORKS WE CONSTRUCT IN THE PARADOXICAL EFFORT TO SEE MORE CLEARLY THE SIGNIFICANCE OF CERTAIN PEDAGOGIC PRACTICES (USUALLY CALLED "TEACHING BEHAVIORS," "CURRICULUM EFFECTS"). WE TALK OF "PRACTICE TEACHING," BUT WISDOM DOES NOT

FLOW FROM PRACTICE. A TEACHING TECHNIQUE, RIGHTLY CONCERNED, CAN BE UNDERSTOOD "AS THE ACT OF ABLY LETTING SOMETHING COME INTO PRESENCE, INTO UNCONCEALMENT." "ONE CAN BE A PEDAGOGUE AND YET NOT HAVE PEDAGOGY. PEDAGOGY IS NOT SOMETHING THAT CAN BE 'HAD'; RATHER IT IS SOMETHING THAT A PEDAGOGUE MUST REDEEM, RETRIEVE, REGAIN, OR RECAPTURE IN THE SENSE OF RECALLING." IT IS FUNDAMENTALLY UNFATHOMABLE. BUT WE CAN SHOW IT. WE CAN TAKE THE CHILD "BY THE HAND" AND "SHOW HIM THE WORLD." BECAUSE WE HAVE BEEN THERE, THE CHILD CAN TRUST OUR LEADING.